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ABSTRACT

This paper reports on two workshops held in 1980 and 1981, for the purpose of exploring the perceptions, feelings, and opinions of Asian and Pacific American (APA) educational administrators from the State of Washington. In the first workshop, which brought together 19 APA administrators, discussion focused on changes in roles, family life, interpersonal relations, and educational environment that have occurred for these individuals. At the second workshop, a smaller group of APA administrators reviewed some of the more pressing problems identified in the first meeting, including sex role stereotypes and the pressures that such stereotypes place on APA women administrators, and pressures to compromise one's ethnic identity. A number of alternatives were suggested to mitigate these problems and their consequences. Appended to this report are lists of the workshop participants and a summary of issues discussed. (GC)

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ASIAN/PACIFIC AMERICAN MEN AND WOMEN
ADMINISTRATORS CO-EXISTING IN EDUCATIONAL LEADERSHIP

-A REPORT-

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June, 1980

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-A Report-

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ASIAN AND PACIFIC AMERICAN MEN AND WOMEN
ADMINISTRATORS CO-EXISTING IN EDUCATIONAL LEADERSHIP

-A REPORT-

I. Introduction

In recent years Washington state has witnessed an increasing number of Asian/Pacific American women achieving prominent positions of influence, especially in politics and education. These APA women include:

Dr. Julia Wan	Curriculum Director, Federal Way Schools
Mimi Fellores	Minority Program Coordinator, Bainbridge Island Schools
Gene Liddel	Sex Equity Coordinator, Superintendent of Public Instruction
Dr. Marge Chow	Elementary Schools Coordinator, Seattle Public Schools
Jan Yoshiwara	Minority Affairs Office Director, Fort Steilacoom Community College
Arlene Oki	Assistant to Mayor Charles Royer, Seattle
Dolores Sibonga	Seattle City Councilwoman
Ruby Chow	King County Councilwoman
April Eng	Minority Students Affairs Office Director, Seattle Central Community College

This ascendancy of APA women in educational administration comes at a time when it appears that the number of men in educational administration is also increasing. Contributing to this dual phenomenon are the continued APA education movement implementation and/or enforcement of affirmative action compliance and increasing numbers of APA educators pursuing available administrative positions. Certainly there have been isolated cases of APA men and women in administration, but the number currently is such that APA women and men educational administrators can now be viewed as a substantial and significant group.

The contemporary demands of being an educational administrator suggests that for most APA women and men life style changes will occur. Some key areas in which these changes will take place might include:

- (a) family life
- (b) interpersonal relations between APA men and women
- (c) in their educational environment.

New role requirements conflicting with the traditional behavior and belief patterns should not be surprising. A search of the literature which discusses this topic in the context of the three areas cited above reveal a dearth of materials. Obvious reasons for this can be easily identified. Yet, in order to more fully capture and understand the APA experience there is a need to examine and discuss the changes that have, are and will probably take place.

The Washington Association for Asian and Pacific American Education held two workshops for APA men and women administrators to articulate their perceptions, feelings and opinions on the topic of "Asian and Pacific American Men and Women Administrators Co-existing in Educational Leadership."

The first workshop brought together 19 APA educational administrators on October 24, 1980 at the WEA Building in Federal Way, Washington. Here, they focused on the changes which they were experiencing or had experienced. Section II of this document reports on their deliberations. The second workshop was held on April 16, 1981, at the Double Tree Hotel in Seattle, Washington. At this second workshop a smaller number of APA administrators (of those who attended the first workshop) reviewed some of the more pressing problems identified in the first workshop and attempted to develop alternatives to mitigate those problems and/or their consequences. Section III recapitulates the discussion that took place at the second workshop.

II. The Experiences and Changes of APA Women and Men Administrators in Education

A. In the Broader Educational Environment

Both APA men and women educational administrators view their entry into their leadership roles as being a difficult achievement. One male APA administrator said that "It's not enough for a minority to be a super-minority to get in - a minority must be a super-majority." A female APA administrator concurred by expressing her opinion that "APA women continue to be second class citizens; we often feel like super people getting regular jobs." There is an equal perception that most minorities enter the administrative system through soft-money positions and that transitions into the hard money positions is extremely difficult. Both groups anticipate that future entry for APAs, as well as for other minority group members, will be increasingly difficult.

Once in educational leadership both APA women and men see the administration viewing APAs as being able to work effectively with both minority and majority staffs. This was expressed as an extension of the notion that APAs are non-threatening to Blacks and Whites - they are accepted by both groups. One APA woman administrator noted that this duality plus her feminine gender gave her initial access into administration but she now realized that the position she holds has limited access to administrative ascendancy.

A myriad of daily problems are experienced by both APA men and women administrators in education. Some of these mentioned are:

- . oftentimes all minorities are put in one work area;
- . when majority advocates for majority - this is okay/ however, when minority advocates for a minority - this is seen as an ethnic issue;
- . many APA male administrators assume a low profile because there is fear that a high profile (vocal advocacy) can and will jeopardize their future administrative career;

- . APA men and women administrators compete with each other and with other minorities for limited positions in administration.

B. APA Women and Men Administrators Relating to Each Other on the Job

Both APA women and men educational administrators are now functioning in the same office environment. When the number of APA administrators in education was small there was infrequent contact and interaction. The increased number has changed this significantly. It is not surprising therefore to have expressed areas of conflict or friction. They both continue to be APAs and educational leaders. One of the most vocally expressed opinions by the APA women was that APA males are highly chauvinistic. The APA males admitted to this citing the way they talk to APA women administrators, how they react to assertive APA women administrators, and wanting to over-protect them as examples of their chauvinism. The concern identified by the APA male administrators was their observation that some APA women administrators, in their assertiveness, appear to be abrasive. An explanation given was that assertive APA women administrators are seen by APA men as acting outside of their traditional mode and their actions misinterpreted as being aggressive. The APA males conceded that their image of APA women administrators is probably similar to that held by majority male administrators and this, undoubtedly, contributes to their perception.

It was recognized that APA women may find it more difficult to operate at the administrative levels because of the stereotypes that the majority has of them and because they are relative newcomers in administration. One APA male suggested that "APA men can blend into the majority but APA women must mind their P's and Q's and perform as a superminority women." An APA woman administrator confirmed this by raising the need for APA women to learn the "old boys" skills to survive and make it as an administrator. However, another APA woman noted that APA women get "mixed messages" if they exercise those skills (see above discussion on being assertive but viewed as abrasive). The cross-current of expressions on this point seemed to suggest that the role of APA women in educational administration was not as clear as APA men's. As one APA woman administrator exclaimed, "No wonder I feel so schizophrenic while I'm on the job!"

Throughout the discussion on relating to each other on the job numerous suggestions were made to strengthen the intrarelationship of APA administrators. Some talked of increasing resources and materials for all APA groups; other spoke of the need for visible support for APAs by other APAs in administration; most recurrently raised was the suggestion that APA administrators get the opportunity to meet other APA administrators and share with each other their successes, concerns, coping skills, etc.

C. APA Education Administrators and Family Life

It was anticipated that a considerable amount of inner-conflict would emerge in the area of family life for both APA men and women educational administrators. The discussion proved this to be true with a high degree of consensus being reached among the participants. All the participants realized that there was the problem of reconciling the traditionally held

values regarding the family and the pressures of meeting demands as administrators. The prevailing opinion was that today's economic situation, more times than not, produces a situation wherein the job comes first. This was recognized as extremely unfair to the APA women who may be married and expected to take care of the house and children. Fortunately, this role stereotype is being reduced but this pressure is still felt. Both APA men and women administrators agreed that the increase of APA divorces among APA administrators is in part a response to meeting administrative responsibilities and demands.

The question of trust between the APA spouses was raised especially as it related to APA women administrators going to conferences. A male administrator believed that conferences offered the opportunity and raised the temptation for extramarital affairs. He noted that it takes real strength and trust to allow one's spouse to be constantly on the road without suspecting something might be going on.

Another problem that was raised was that of becoming "white" in the process of trying to be a good administrator. When clarified the issue became one of adopting values of the majority at the expense of APA traditional values. Special concern was expressed for children of APA administrators. Being an educational administrator oftentimes means interacting more with non-APAs for both the parents and the children. This increases the likelihood that APA values will be diminished and majority values adopted. The ultimate consequence to learn of their heritage, adopt APA values and experience an identity crises later in life.

III. Alternatives to Mitigate Problems Experienced by APA Men and Women Educational Administrators

A. On The Job

1. The Problems that were identified included the need to be a super-minority on the job, playing the role of being able to work effectively with both majority and other minority staffs, being employed on soft money, hired and retained in low level administrative positions and not knowing the system adequately.
2. The objectives of any effort to resolve the problems above should include getting more APAs to apply for announced positions openings, encourage more APAs to consider positions outside of their immediate locale, and identify needed skills for performance visibility and ascendancy within the administrative structure.
3. The alternatives that were suggested were:
 - (a) developing an APA educators' network for the purposes of sharing information about job opportunities; and,
 - (b) provide workshops for APA educators in the area of skills training, assertiveness, resume writing and positive self-image building.

B. APA Men and Women Educational Administrators - Their Interrelationship

1. The problems that were identified included APA males exhibiting chauvinistic behavior, APA women administrators being viewed as abrasive, and self-segregation.
2. The objective of any effort to resolve these problems should include APA men and women not seeing each other as competitors, the building of mutual trust, the continuing development and implementation of supportive activities.
3. The alternatives that were suggested were:
 - (a) APA men and women administrators not engage in "put downs" either in public or private;
 - (b) APA men and women should be up front with each other with respect and consideration; and,
 - (c) continue the effort to bring APA women and men administrators together to discuss and resolve common problems.

C. APA Educational Administrators and Their Family Life

1. The problems that were identified included the lack of mutual trust by the spouses, maintaining a cultural identity for the children, deal with the changing role structure within the family and balancing family needs with professional fulfillment needs and demands.
2. The objective of any effort in this area should include maintenance of the family, building trust between the spouses and the teaching of APA values to the children.
3. It was recommended that a series of seminars be implemented for APA educators. The seminars could deal with the following topics:
 - o Signs of a breaking family
 - o How to Grow Old Together and Not Apart
 - o Learning About New Family Roles and Strategies to Reduce Stress
 - o Parenting in Cross-cultural settings

IV. Concluding Remarks

It is clear that upon becoming an educational administrators that Asian/Pacific Americans experience new role stresses and pressures. No doubt, all new administrators do. However, the particular cultural backgrounds of the APA tends to create a great deal of inner-conflict. This appears to be generated by the counterpositions of traditional APA values, beliefs and behavior patterns and the values, beliefs and behavior patterns expected for educational administrators. From the previous discussion it appears that:

1. The stereotyped image that APA and non-APA men hold of APA women administrators places an unnecessary burden on the APA woman relative to how she should exercise her administrative responsibilities.
2. APA women in educational administration have more obstacles to overcome and experience more pressure in their administrative experience and ascendancy.
3. Being an educational administrator can create family pressures potentially leading up to a family break-up.
4. Children of APA administrator may suffer from the lack of opportunity to learn about their own culture, identity and experience because of their increased interaction with the majority group.

The APA identity is undergoing change due to the changes that APAs experience whether it is entering and participating in the American mainstream or remaining outside it. What this discussion suggests is that the changes, as experienced by APA education administrators, do not occur without notice or confrontation on the part of the APAs experiencing the changes.

The purpose of these workshops held by WAAPAE was to bring the changes and conflicts to light as an aggregate experience. The workshop form definitely had its limitations in examining the changes on an in-depth basis; the workshops merely identified them. What the workshops actually did was respond to the question of what problems to APA administrators experience in their double roles as APAs and education administrators. Now that the problems have been raised there is a need to dissect them more critically and to ascertain their intensity, their effects and their resolution. In addition, APA administrators in other fields, in other professions should also be studied. This report was prepared only as a first step in the process of looking at a key aspect of the evolving APA identity. Many more steps have to be taken. Hopefully, the interest in this subject has been stimulated and the job will be carried on to its fruition.

APPENDIX A

LIST OF PARTICIPANTS AT OCTOBER 24TH WORKSHOP
(*indicates attendance at April 16th workshop)

Dr. Marge Chow, Elementary Programs Coordinator, Seattle School District

April Eng, Minority Student Affairs Office Director, Seattle Central
Community College

Sandy Chock-Eng, Vice-principal, Seattle School District

*Mimi Fellores, Minority Involvement Program Coordinator, Bainbridge Island
School District

Beverly Jo, ESL Program Coordinator, Federal Way School District

*Wilkie Lew, Vice-principal, Renton School District

Gene Liddel, Sex Equity Program Coordinator, Superintendent of Public
Instruction

*Janet Lu, Title VII Bilingual Program Manager, Seattle School District

*Rosendo Luna, Asian Languages Bilingual Education Specialist,
Superintendent of Public Instruction

Dr. James Migaki, Professor, School of Education, Washington State
University

*A. Barretto Ogilvie, Equity Education Program Administrator, Superintendent
of Public Instruction

*Paul Tanaka, Race Desegregation Coordinator, Tacoma School District

Dr. Julia Wan, Curriculum Director, Federal Way School District

April West, Third World Students' Coalition Office Coordinator, Evergreen
State College

Debbie Yasuda, Student Activities Coordinator, North Seattle Community
College

*Joan Yoshitomi, Multicultural Education Office Coordinator, Renton School
District

APPENDIX B

Asian/Pacific American Women and Men Administrators Co-Existing
in Educational Leadership

Workshop I

October 28, 1980

- I. Facilitators: Gene Canque Liddell, Supt. of Public Instruction
A. Barretto Ogilvie, Supt. of Public Instruction

II. Participants:

Debbie Yasuda
Dr. Julie Wan
Dr. Marge Chow
Rosendo Luna
Paul Tanaka
Jim Migaki
Wilki Lew

Sandy Chow-Eng
Mimi Fellores
April West
April Eng
Janet Lu
Joan Yoshitomi
Beverly Jo

III. Summary of Statements Combined:

A. Educational Leadership Experiences --

1. Both APA women and men see themselves in a dual role being able and/or expected to work with minority and majority administrators.
 - ** We are considered dual minorities (women and ethnic minorities) making initial access to leadership positions, but often in dead ended positions. Rarely in to, level decision making positions.
 - * Seen as non-threatening to other whites and blacks (see selves outside of the white/black situation - can move to either side).
 - ** "I have a personal feeling of obligation to other minorities in my district."
2. Getting into administration is difficult.
 - ** See most APA male administrators on soft money programs. While this is viewed in a not so positive light, soft money positions are seen as an entry into the system. Demonstration of capabilities required to progress. Entry easy - transition into hard money positions difficult.
 - * "Top level decision-makers are an exclusive group that have a powerful impact."
 - ** "We continue to be second class citizens; often feel like SUPER people getting regular jobs."

- * It's not enough for a minority to be a super minority to get in - minority must be a super majority. Politics still play a major role in getting in.
- ** "I have been discriminated against more for being female than for being an Asian."
- ** "The white female will overpower because of affirmative action goals."
- ** "Job interviewing as administrators still pose question: How will you handle your young children?"
- ** "Minorities will be on back burner - minority women, however, often counted twice in affirmative action."
- ** "I identify with the women's movement and know that I am in my position because the district needed a woman/minority administrator."
- 3. Experiences encountered on the job vary but lean toward certain problems.
- ** "The President of my institution is a minority male and is supportive."
- ** "Change is slow, but on-going awareness and feeling comfortable about expressing disagreement with the majority is important."
- ** "There is a need to sensitize decision-makers."
- ** APA women instrumental in breaking down stereotypes by not only being aware of others perceptions, but constantly being proactive, rather than reactive.
- * Often time, all minorities put into one work area.
- * When majority advocates for majority - this is okay. When minority for minority - this becomes an ethnic issue. When a minority gets in, it's more because of affirmative action.
- * APA women being hired - count as both majority and women. Seen as more manageable by majority.
- * APA males competing with other majority, other minority males and APA females for jobs.
- ** "There is subtle competition between APA women and men on the job."
- * Most APA male administrators assume low profile. High profile (vocal advocacy) has both good and bad results.

- ** "I try not to react to situations by bringing issues up that need discussion."
- ** Importance of on-going support on the job from other educators - often have to accept people where they are and take on the responsibility of educating them regarding their stereotypes of APA women.

B. APA Women and Men Administrators and Their Family/Personal Life --

1. Often times both APA women and men enter into educational administration realizing they will experience some hesitation or inner conflict.
 - ** "I often do not have the support and understanding of my parents, sisters and brothers."
 - * APA men administrators live in several worlds of contradictory.
 - ** "It is absolutely important to continue to do our jobs well and to be ourselves first."
2. APA women and men administrators expect changes to occur because of pressures to conform.
 - * APA males are accepting majority values.
 - * High trust required if APA women administrators go on conferences because of fear of sexual activity at conferences.
 - ** "I'm thrown in with a lot of white males in my work and am constantly reminded of 'ladylike behavior, dress, appearances.'"
3. When it comes to family life, both APA women and men are concerned but the APA women experiences considerably more pressure.
 - ** "We face a variety of decisions in balancing family and career, but as APA women often have additional expectations regarding our traditional roles."
 - * Double administrative career family (both APA male and female) -- stress on family especially on male if very traditional.
 - ** We have concerns and needs in balancing family and career responsibilities; there is a variety of family structures - traditional, two careers, dissolved marriages, no children, relationships in dissolution process.

- ** "APA men will often question me about how I'm taking care of my children."
- ** "Household responsibilities still primary woman's ... guilt feelings..."
- ** "Women are place-bound; assume will follow male."
- ** "I have a dissolved marriage and face external pressures, but feel very good about myself and career."
- * Career versus family -- economically determined.
- 4. Raising children also has its difficulties, especially in retaining the traditional APA cultural values.
- ** "Facing difficult decisions regarding having children in our active two career family..."
- * When both APA parents in administration - this accelerates children's assimilation into majority culture.
(Administration ascendancy requires socializing.)
- * Effect on children -- restated - see above. High level administrative position -- increased interaction with majority.
- ** Aspirations of APA children as we deal with sexism in our family - career balance."
- ** "I am in charge of raising our son until he's about eleven years old, then his father will take over and teach him what's necessary to succeed in coping with the dominant culture."

C. APA Women and Men Administrators Relating To Each Other and Among Selves --

- 1. New roles for APA women and men administrators may generate some intragroup conflict.
- ** "APA men often as bad as other men on the job; wanting to do things for you."
- * APA men's chauvinism:
 - the way we talk to women
 - react to APA women stereotypes same as majority
 - APA women outside of cultural mode - high impact.
- * APA men view aggressive (as opposed to assertive) women as abrasive. Considerable in part at two levels - aggressive as a woman and acting in violation of the APA group.
- ** "We need to affirm/reaffirm our respect and support for one another, even if we differ on some issues."

- * New APA groups, such as Indochinese, may see established APA's as majority -- banana's or models.
- 2. APA women find it more difficult operating at the administrative level.
- * APA men can blend into majority. APA women - mind P's and Q's - must be super majority women.
- ** APA women need to network for support in personal and professional growth.
- ** "We need to learn 'old boys' skills'..."
- ** "Caution of mixed messages if play the 'old boys' games."
- ** "Would like to take more about alternate roles, job sharing, time shifts..."
- * APA males see majority males as viewing APA women as highly efficient but not so innovative.
- * There is definitely a majority stereotype of APA women that both help and hinder APA women ascendancy in educational administration.
- ** "Schizophrenic feelings...mixed messages."
- 3. There is a need to identify ways we can provide mutual assistance.
- ** "Lack of resources/materials for all APA groups."
- ** "Need for visibility at all levels."
- ** "We need the support of other APA women and men - can use formal organization or informal meetings."
- ** "We need opportunities to meet with one another as APA educational leaders and as friends."
- ** Periodic workshops - sharing success and concerns, coping skills."

D. Other Comments

- ** The issues of sex equity historically has been a white women's movement, but all women share primarily the same experiences and needs in education, employment and health.
- ** "I can't identify with women's movement when the leaders are a white woman and a black woman - who speaks for me?"
- ** APA women experiences in sex equity often are experiences of Japanese-American women.